

Chabot College
Online Course Proposal Form
Fall 2013

Course Title & Number: BUS 7 Accounting for Small Business

Faculty Name: Norberto Ruiz

Course Delivery Method (check one):

☐ **Online (all instruction is online)**

☒ **Hybrid online (instruction occurs both online and on campus)**

☐ **Other (please describe)**

First Semester To Be Offered: Spring 2014

1. Preliminary Input from Colleagues and Administrators

As you develop your proposal and *consider* your course, please consult with your division and do some background research, including the following:

☐ **a.** Consult Online Learning Support staff (bbhelp@chabotcollege.edu) for Blackboard resources/training and information on this proposal/approval process. **Date(s) completed: 2004, Lynn Sandoval; Minta Windsor and Lisa Ulibarri, August 13, 2013**

☐ **b.** Review similar courses. Are similar courses offered online at other colleges? If so, **note the college(s).**

☐ College of Sam Mateo offers ACCT 100 in a hybrid format: 2 + 2. This course is the same as our BUS 7.

☐ **c.** Meet with your Division Dean and subdivision colleagues to secure *preliminary* support for offering this course *in online/hybrid format*. **Date completed: March, 2013.**

2. Develop Proposal And Consult With Colleagues:

☐ **a.** Consult with other faculty experienced in DE. **With whom did you consult?**
Attach a separate page listing the meeting dates and a summary of your discussion.

☐ **b.** Review your *completed* proposal with your subdivision colleagues. **Attach a separate page** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision.

3. Student Benefits

- How will this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?

- Response: Accounting for Small Business covers the basics of bookkeeping and accounting for a sole proprietorship. The intent of the hybrid offering is to improve accessibility by requiring the night student to only attend one night per week instead of two nights. In addition with publisher provided online accounting laboratory exercises, the student is able to complete skills work online. The proposal is to keep 3 hours on-campus for lecture and one hour online for the laboratory. The course will provide student-to-student interaction during on-campus lectures and online via the discussion board.
- If this course has previously been offered at Chabot using this delivery method, what have you learned from prior instructors that will influence your instruction in this course?
- Response: The course has been offered for the past two and a half years as a hybrid course (3+1) by other Business faculty at Chabot. The recommendation is to use the Connect system by McGraw-Hill to implement homework assignments. The Connect system provides accounting assignments with instant feedback for the student.

4. Course Content Delivery

- The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. In the Carnegie unit system, students are also expected to invest two hours “outside of class” for every hour in class on reading, studying, preparing assignments, and other homework; these additional hours are not considered to be “contact hours”. Account for the contact hours in your proposal ***in a clear, detailed and specific way***. (PLEASE NOTE: For a more detailed explanation of “contact hours”, be sure to see the Addendum attached to this form.)
- What percentage of the course will be on-campus, if any?
- Response: The course will be 75% on-campus and 25% online.
- What percentage of the course will consist of online lecture (*text, presentations, podcasts, video*), *class discussions (discussion board forums)*, *group projects (blogs, journals)*, *online resources (Publisher content/websites, course cartridges/packages)*, *assignments, student research, reading, writing, & assessments*? ***Please be sure to list each of your contact hour/instructional activities and indicate how these will be delivered throughout the course and the amount of hours or percentage that they will entail.***
- Response: This is a 3-semester unit course (3 lecture hours and 1 laboratory hour for a total of 72 contact hours). Three contact hours per week will be taught on campus and 1 hour per week will be taught online. Here is the distribution of the total 54 hours of on campus teaching and the 18 hours of the online component.
- ON CAMPUS (54 Hours)
- 36 Hours: Lectures and discussions
- 8 Hours: on-campus exams
- 10 Hours: small group work in solving problems

- On-LINE (18 Hours)
- 12 Hours: Discussions in Blackboard, including student-to-student and instructor-to-student interactions. Each chapter (a total of 13)
- We will have two discussion forums: one will assist students with any homework questions and another will focus on a specific content item, which will require students to search the internet, interview co-workers/managers, write business memos per topic assigned, etc. The help discussion boards will not be graded. The content discussion board will require at a minimum one main post and three replies to peers.
- 6 Hours of online quizzes
- Will any portion of your course be synchronous, requiring students to be online at the same time? If so, describe those activities, and how you will provide flexibility for students who may be unable to participate at any given time.
- Response: None of the online portion of the hours will be synchronous.

5. Nature and Frequency of Instructor-Student Interactions

- How and how frequently will you interact with your students? This should include interactions with the entire class, providing feedback on assignments, and interventions when students are at-risk of dropping or failing due to poor performance or participation.
- Response: I will monitor all on-line assignments for participation, completion and success. I will notify students via e-mail of any need to complete work and provide assistance via e-mail, discussion boards, and office hours. In addition I will meet with students on-campus every week for three hours during the regular lecture meeting.
- For each type of interaction, describe why you believe it will be effective for this particular course.
- Response: Weekly announcements in Blackboard will re-iterate what is expected from each student for that week.
- Response: Lecture notes, PowerPoint slides, and publisher materials will be readily available in Blackboard.
- Response: Graded laboratory assignments: I will use the publishers homework management system to grade students homework. It provides immediate feedback on the correctness of the completed work. I will also provide additional feedback during the on-campus lecture.
- Response: There will be in-class quizzes with the score of each quiz posted weekly to Blackboard.
- Response: Students will participate in discussions during lecture on campus and I will have a required Blackboard discussion board posting questions for students to post comments to. This will help students develop communication and team building skills.

6. Nature and Frequency of Student-Student Interactions

- Describe opportunities in your course for student-to-student interaction. This may include

discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus; how can you build this type of learning community online?

- Response: This hybrid will be 75% (3 hours) on-campus so the all the traditional interaction between students and student will take place. The remaining 25% of the course will be on-line and there will be a discussion board for students to interact with one another via Blackboard discussion boards.

7. **Assessment of Student Learning**

- How will you assess learning in this course? Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you're comfortable?
- Response: Students will be given weekly chapter quizzes for all assigned chapters. The will also be a quiz for each homework assignment to be graded via the publisher homework management system. The on-line and on-campus grades should be consistent. I will be checking for any inconsistencies in student performance between on-campus and on-line tests. There will be a comprehensive final exam for the course to be taken on campus.
- Describe how your assessment plan is consistent with your stated goals in the student benefits and student-student interactions sections of your proposal. How will you provide feedback to students?
- Response: Students will be contacted via e-mail on a regular basis as questions arise during the course. Students are required to participate in the discussion boards and I will contact them if they don't. The on-campus weekly meeting will also provide opportunity for students to interact with each other during in class discussions and problem solving activities. In class students will be able to work together as study groups and provide each other feedback. The discussion boards will facilitate students staying connected outside of class.

8. **Technology**

- Describe any software or multimedia tools you plan to utilize in your course: *PowerPoint (with or without audio), Publisher content/websites, Course Cartridges/Packages, Camtasia, Jing, Dragon Naturally Speaking, Flash, Audio (including Audacity and podcasts), YouTube/EduStream/Web-based videos, etc.*). This is helpful to determine technology support needs. ***Please be specific in listing the technological tools you intend to use for your online or hybrid course.***
- Response: Students will complete the laboratory and homework assignments using Connect, the publisher's online assessment venue.

9. **Accommodations for Students with Disabilities**

- Is any required video close-captioned? Is there any required audio accompanied by a transcript? If you plan to use any multimedia (video, audio, publisher sites specialized software), is that accessible to your students in terms of both software availability at home

and on campus and accessible for students with disabilities? Have you provided alt-tags for your key images used in your course? Please *contact* the *Chabot DSRC (Disabled Students Resource Center-<http://www.chabotcollege.edu/DSRC/>)* if you need help in ensuring accessibility for your students.

- Response: No video or audio products will be used. Connect is accessible to students with disabilities. Some other materials from the publisher including PowerPoint slides will be used and are accessible in both video and narrated format to accommodate students with disabilities. All materials will be available in class and in Blackboard for access outside of scheduled class sessions.

10. Submit your proposal (electronic version via email and hard copy via campus mail) to the chair of the Committee on Online Learning.

Attachment: BUS 7 Hybrid

Meetings

Meet with Lynn Sandoval, 2004; Minta Windsor and Lisa Ulibarri, 8/16/2013.

Meet with Division Dean, Tom Clark, 8/15/2013. He approved the course.

8/23/2013. Sent copies of this proposal to Business Discipline Faculty (Jas Bhangal, Dmitry Kalyagin, , Jan Novak, Catherine Pinkas, & Wanda Wong)

Received the following comments

1. Proposal is fine; note that the class has been successfully offered as a hybrid (3 +1) for the last two and a half years.
2. Make note that this is a three-unit class with 3 hours of lecture and 1 hour of lab.
3. Spell out how the hours of course content equate to classroom instruction.

I made the requested changes to the proposal.

Please let me know if there are any questions.

Thank you,

Norberto Ruiz